DOCUMENT RESUME

ED 161 453 IR 006 619

AUTHOR Katz, Sheldon F.
TITLE These are the "Good Ole Days."
PUB DATE 77
NOTE 12p.; For related document, see IR 006 618

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Audiovisual Aids; Elementary School Teachers; *Instructional Materials; Primary Education; Secondary Education; Secondary School Teachers; *Small Group Instruction; *Teaching Techniques

ABSTRACT

It is important for the teacher to be aware of the variety of uses for media and there are many practical ways to incorporate media in the classroom. When combined with a cassette recorder, slides made with or without a camera can make an inexpensive slide tape presentation within any class period. An alternative to making slides could be making a collage of a plot line with pictures cut from a magazine and Oak Tag. Using headlines is a dramatic method of teaching verbs which leads to practical understanding. Adverbs and adjectives are more easily understood through the sports pages. The teacher might overcome the tedium of letter writing by having students write to other students in foreign countries who are taking English as a second language. (JEG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED161453

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

These are the "good ole days"

Sheldon F. Katz

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sheldon F. Katz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

260 North Main Street
Apartment B 32
Spring Valley, New York 10977

ED006619

In the "good old days", injecting audio visual equipment into the curriculum meant dragging out the 16mm projector on a rainy day in order to show a movie. And a travel log at that. Now, after years of educational quotes and reluctant blessings from occasional administrators, this same equipment is now "hypo-ing" the curriculum as a legitimate aid and with exciting results. This is a visual generation, raised and bred with TV, film, photographs, quick commercials, and the like, that is being educated in the schools now and it behooves the teacher to take all this into account in the classroom. At a recent conference of the New York State Reading Association, John L. Debes III, often called the "father of visual literacy", noted that recent studies showed that in homes of children with older siblings, the youngest ones start to view TV at the age of three months.[1] Add this to the comment of Charles Winnick, a professor at C.C.N.Y., that children see from four to seven and a half hours of TV daily[2] and one can easily conclude what is meant by a "visual generation". Media is the environment of this generation and therefore, shapes the language.

Psycholinguistic and linguistic anthropologists share a common concern with the relationship between language and thought. Several questions have been raised about this relationship, but the dominant one can be stated very simply: does the language we speak determine the way we think? One well known attempt to answer the question is the <u>linguistic relativity hypothesis</u>, also called the Sapir-Whorf hypothesis or the Whorfian hypothesis. In essence the hypothesis suggests that

> a given language, especially its grammar, provides its speakers with habitual grooves of expression which predispose these speakers to see the world in ready-made patterns. . . the world view of a speaker of particular language will be different from the world view of a speaker of a different language.[3]

Marshall McLuhan takes this hypothesis one step ahead by stating that all media is, in some way, an extension of mankind[4] and, thus, the media of a society determines how one sees the world. In a print, or linear dominated society one would tend to see the world in a linear, sequential mode. This might well explain why the English speaking countries started and perfected the assembly line techniques. "Television babies" are those people, mainly in the United States and approximately twenty-seven years of age or younger, who have been surrounded by the electric media of television, movies, and the like and, according to the McLuhan idea, see the world in a mosaic pattern. Then, too, there is a growing list of kids who have their own TV sets, telephones, and even CB's for their cars or bicycles. Indeed, teachers face a different crop of students today as opposed to those reaped a generation or so ago. Therefore the use of audiovisual equipment and the recognition of media does no more than realize what makes up the environment and the communication tools of the present group of students now in school.

The above is a rationale of sorts, since the insertion into the curriculum of ideas, media, new methods, etc., should not be thought

of as "tricks of the trade". Dewey once pointed out that there is a difference between having to say something and having something to say.[5] A paraphrase of that might fit the needs here by noting that there is a difference between having to do something and having something to do. There have been, perhaps, just one too many method courses for teachers loaded with activities to "keep the kids busy and to keep them quiet". Gimmicks is the word. Also, it must be pointed out, strongly, that what works wonders in the textbook handled by the Professor of Education and Methods of Teaching, bomb out in the actual classroom. "Having something to do" should be educational, creative, suited to that particular teacher and class ... and fun.

One project that is enexpensive and delightful, as well as providing several learning experiences, is the "slides without a camera". Regular slides are a wonder in the classroom and should be used where possible, but when money and time are prime factors, make those slides in a snap, not with one. Materials may be bought commercially at a reasonable price or they may be made right in the classroom. Magazines, preferably with clay-based paper and color pictures, should be on hand. Thin plastic squares 2" x 2" (to fit into the slide container for a projector) may be made from scrap plastic and cut to specifications by the school's industrial arts classes or by a generous parent or guardian who has proper tools. Clear contact paper, the same that is used to line shelves, is available at most stores. The rest is water and scissors.

1. Select image (pictures) that is no more than 2" x 2" and cut out a bit of contact, also 2" x 2".
2. Peel back off the contact and place sticky side over the selected image.
3. Rub the contact paper firmly over the entire area of the image. Use the back of the scissors, a tongue depressor (donated by a community-minded doctor or school nurse), or something similiar. This is the image transfer stage.
4. Cut out the image and contact paper and soak in water for about one minute. The contact will start to come loose from the image.
5. GENTLY pull off the contact paper and GENTLY rub off (from the contact paper) all paper fragments and chalk residue. Keep rinsing the contact paper during this stage.
6. Place the contact paper, now with the image transferred onto it, to the plastic square. Dry with towel to rid of excess water. Also, rub out water and/or air bubbles.
7. Put into container for projector and see the work of art.

That project, with a cassette recorder, make slide-tape presentations within any class period. The plot line of a book is dramatically produced by a student and remembered by all. The plot line of situation seeds (background), incentive moment, several crisis, the climax and resolution may be taught verbally for days without

the impact of the visual presentation. The students can easily find pictures that represent the various parts of the plot line, for obviously they will not find exact representations and it will be impossible to discover "enough of the same" person or situation. A little imagination will go a long way.

Then, on that rainy day, pull out the material for slides without a camera, divide the class in groups and have them make a slide-tape presentation within the period. This will put creative minds to work (group work), teach story boarding (outlining), making a script (writing), putting it all together (sequential learning), and the use of the cassette recorder (speaking and listening).

That stack of magazines can be put to use for several other projects. Take that plot line one more time. Instead of making slides, the student could make a collage of the plot line with pictures and Oak Tag. In some order the student cuts out the pictures that represent the various segments of the plot line. This is a graphic description of what is happening and, again, the student is seeing the book laid out in a visual sense. This appeal to the visual is a key in working with students of today. That collage "bit" may also be used to have the student cut out pictures that best represent the personality of the student. Another collage could have the students making a poster which shows the hopes and fears,

dreams and ambitions, past and future, and friends and enemies. Either of those collages should be signed by the student and hung on the walls. It sure beats the old chestnut of writing about "What I Did During My Summer Vacation" and it is a better ice-breaker.

When that chore of teaching grammar pops up on in the midst of the winter, the teacher might well avoid yawns and groans by using the newspaper as a textbook instead of the one that has been used in the school for the past twenty-five years. Teaching verbs from headlines is more dramatic and leads to practical understanding. The dynamics of a sentence are usually seen clearly through headline work as well. The colorfulness of adverbs and adjectives is more easily understood through the sports pages where the youngster actually colors in those words. (Blue for the adjective in "scrambling quarterback"). The use of the newspaper in the classroom is a book in/of itself, and there are many fine books and articles on this subject. Almost every subject could be covered through the pages of the newspaper. This author vividly remembers the day when a class of reluctant students were quietly reading the newspaper and an administrator walked into the room. He demanded to know what was going on, and he was visibly upset to learn that the students were "just reading". Many newspapers participate in the Newspaper in the Classroom unit and will be overjoyed to lend assistance and aid to any teacher who

raises a hand.

Working with cameras may hit the wallet or pocketbook for several dollars, but the results are well worth it. However, any teacher who has spent more than three months in the classroom certainly has learned how to beg or borrow equipment from any source. Next to the making of movies or television shows, students enjoy taking pictures. They can be divided into small groups and each group armed with an inexpensive camera. Their mission, and they will choose to do it, would be to outline a story, gather up the "actors" or whatever, and then carefully shoot. The result should be a "story without words" and that they are told from the start. Each group will have the story pictures mounted on Oak Tag with a title and the names of the members of the group. It must boggle the mind of the teacher to know what brain power and creativeness enters such a project, and the students are always successful. Again, this is a one period project. The "story without words" ideas may be replaced with something of a thematic nature, such as love, friendship, education, and so on with the students arranging actors and props appropriately to accomplish this. This type of project utilizes the school and the grounds besides the classroom.

Letter writing can be tedious from the textbook and lots better from the newspaper. However, the teacher may "top" both of those

by having the students write to other students in foreign lands where the latter are taking English as a second language. The American Students will write carefully, follow the proper forms, and so on in order to insure an answer. One person who assures an answer for every student (after telling age, hobbies, address, etc.) is John Am, Director
World Friend and Hobby Club
P.O. Box 20, Central, Seoul, KOREA.

This is a free service to match up pen-pals. The teacher might have the class write letters and send off the bundle, for one time only, by air mail. The Korean students will send answers directly to the homes of the correspondents. This, by the way, leads to correspondence and pen-pals that go on for years.

Finally to a favorite project that might escape any sort of rationale unless one puts it under the heading of communication in general. Just before the Spring Holidays, when the students are mentally on vacation, they are asked to bring in small glass bottles (soft drink variety) of six to eight ounces, if possible, and wax of various colors, The obvious always eludes them. The project is to write notes, place those notes in a bottle, and seal off the top with the wax. The wax will make the bottle waterproof in addition to being colorful. Colorful? Well, with the permission of environmental personnel the bottles are placed in various rivers. Answers

have come from ten miles or a hundred miles away and anywhere from one week to a year or two later. Best be prepared for a room full of wax -- and laughter.

If all of this fails, and nothing else comes to mind . . . then there is that 16 mm projector and a travelog film.

Footnotes

1. John L. Debes III, "The Challenge of Reading Reality", unpublished lecture for the New York State Reading Association, Kiamesha Lake, New York, November, 1977

2. Charles Winnick, "Topics of Communication", unpublished lecture at Teachers College, Columbia University, New York City, July 1975

3. Peter Woolfson, "Language, Thought, and Culture", Language: Introductory Readings, eds. Virginia P. Clark, Paul A. Escholz and Alfred F. Roso, New York, St. Martin's Press, 1972, p.3

4. Marshall McLuhan and Quenton Fiore, The Medium is the Message, New York: Bantam Books, 1967, p. 26

5. John Dewey, School and Society, Chicago: University of Chicago Press, 1899, p. 38